BOSTON UNIVERSITY
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THE VOLUNTEER LEADER IN THE WORCESTER GIRL SCOUT COUNCIL, INC.

A Thesis

Submitted by

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INTRODUCTION

Since the beginning of the Girl Scout movement in the United States in March 1912, it has depended largely for its motivation and growth on the women who have given freely of their time and energy in the interests of Scouting for the girls of their communities.

The organization was founded in this country by Juliette Gordon Low,[1] whose interest began with her acquaintance with Lord and Lady Baden-Powell, founders of the Boy Scouts and Girl Guides in England.

By 1915, the Girl Scouts in the United States had grown from one troop in Savannah, Georgia, to five thousand Girl Scouts, and the organization had a national council, a constitution, by-laws and a charter. At the present time, it is estimated that there are over a million girls and women in Girl Scouting in the United States.[2]

The aims of Girl Scouting are similar to those of any good group work as described by Henry Miller Busch

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1. Ruth Mastin Pace, Juliette Low, p. 10.
2. Girl Scouts, Inc., Girl Scout Handbook, p. 18.

in Leadership in Group Work, when he says:

> Group work commonly connotes an educational leisure time process under the auspices of a social agency for the purpose of aiding the individuals in a group to acquire knowledge, skills and attitudes, to conduct activities that are constructively recreational in character, and promote social cooperation and responsibility.[3]

The vital role in attempting to make scouting conform to this definition is that of the volunteer leader, the most significant single factor in the organization today.

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3. Henry Miller Busch, Leadership in Group Work, pp. 26-27.

CHAPTER I

THE ROLE OF THE VOLUNTEER LEADER IN THE WORCESTER GIRL SCOUT COUNCIL

The Worcester Girl Scout Council, Inc.

The Worcester Girl Scout Council, Inc., was established in 1921. The agency is a member of the Worcester Community Chest, Inc.

Since 1921, the Organization has grown from twelve adult Council members, seventy-five girls in six troops with ten leaders[4] to 473 adult members, 2,076 Girl Scouts in ninety-one troops, with 165 leaders and assistant leaders.[5] The professional staff consists of an Executive Director, two full time District Directors, a full time secretary and a part-time bookkeeper.

The geographic area covered by the Council is the City of Worcester, with a population of one hundred and ninety-four thousand.[6]

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4. Worcester Girl Scout Council,Inc., Twenty-Fifth Annual Report, 1946
5. Worcester Girl Scout Council,Inc., Annual Report, January 1947.
6. Government Census Report, 1940.

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The Council area is divided into six Districts, and each district is divided into two to four natural neighborhoods. Each District Director has three Districts under her supervision.

The Council also sponsors an established camp and three day camps. The established camp, Green Eyrie, in Harvard, Massachusetts, accommodates sixty-four scouts, and any scout in the Council may attend during one of the four two week periods during the summer months. Green Eyrie is also available to the troops for winter weekend camping. Two of the day camps are within the city limits, and one is located in a nearby town. Each of the day camps is open to the scouts for one month during the summer.

The program now includes three types of troops. The Brownie troops are designed for girls from seven to ten years of age; the Intermediate troops are for girls from ten to fourteen years of age, and the Senior troops are for girls from fourteen to seventeen years of age. Included in the present total number of scouts are 688 Brownies in thirty troops, 1,284 Intermediates in fifty-three troops, and 104 Senior Scouts in eight troops.

The troops vary in size from a minimum of eight girls to the largest troop in the Worcester

Council, containing forty-nine registered scouts.

Of the Worcester Council troops, 65 per cent have a leader and one assistant, 20 per cent have a leader and no assistant, and 15 per cent have a leader with two or more assistants.

The Girl Scout Troop.

The troops are planned as small, democratic working groups in which the girls elect their own officers, delegate authority, make their own arrangements, and accept responsibility for carrying them out. Girl Scouting is non-sectarian; its membership, regardless of race, creed and color, provides an ideal framework in which to learn and practice democracy. Its appeal to girls is through the fun shared by its members. Its methods aim to develop the girl through group activity and experience, and encouragement is given to learn new abilities and appreciations. The Girl Scout organization believes that when a girl has a real share in accomplishment and fun with her own group, and is given an opportunity to render service that is of actual value to her community, she will learn to assume the responsibilities as well as accept the privileges of citizenship.[7]

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7. Girl Scouts, Inc. Leadership of Girl Scout Troops, p.8.

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The Girl Scout program has been designed to meet the needs of the three different age groups, Brownie, Intermediate and Senior. Each age level has its own activities, but all are bound together by the organization's basic philosophy and methods.

Selection of Leaders.

In the selection of leadership, there are no specific qualifications to be followed. A general statement of necessary qualifications is given in the pamphlet, How To Start A Girl Scout Troop, quoted below:

> To be a Girl Scout leader you do not have to be a highly trained specialist or an unusually talented person. You cannot possibly be an expert in every phase of the Girl Scout program designed to meet the needs and interests of every kind of girl from the age of seven through eighteen . . . What you will need to know is girls and what they want in a leader. The kind of person you are is infinitely more important than the skills and techniques you may be able to impart. The girls want to be sure of your sincerity of interest and understanding, and you want to be sure of their confidence, respect and liking for you . . . It would be foolish to catalog all the virtues as necessary qualifications of a leader . . . They do expect to find in you the very qualities you need most to work with them; sincerity, imagination, resourcefulness, patience, maturity of judgment and a sense of humor . . . Be wise enough not to expect too much of yourselves or of the girls.[8]

In the selection of twenty-eight new leaders and thirty-six assistant leaders in Worcester for the year

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8. Girl Scouts, Inc., How To Start A Girl Scout Troop, pp. 17-19.

1947-48, the largest number, thirty-three leaders, were recommended by Troop Committees and Troop Sponsoring Groups.[9] Table 1 indicates the method of initial contact of the sixty-four new leaders for the year 1947-48.

TABLE 1

THE INITIAL METHOD OF CONTACT OF THE SIXTY-FOUR NEW LEADERS FOR THE YEAR 1947-48

Initial method of contact	Number of leaders
Troop Committee	23
Another leader	15
Troop sponsoring group	10
Professional Staff	8
Daughters who are Girl Scouts	4
Neighborhood Committees	2
Newspaper publicity	2
Total	64

After the initial contact has been made, an interview is arranged for the prospective leader with a member of the professional staff. This interview consists of a discussion of the prospective leader's interest in scouting, her aptitudes and abilities which fit her for leadership, and, if necessary, some interpretation of scouting as well as of the Worcester Council.

9. Staff Report to the Council, November, 1947.

Sources of Training and Help for the Leader.

A large part of the Organization's program is designed to train the volunteer leaders in group leadership techniques and advise them continually in their scouting role. The various sources of the help which the leaders receive from the council are 1. the Girl Scout Staff, 2. Training Courses, 3. Leaders' Association, 4. District and Neighborhood Committee, 5. Sponsoring Group, 6. Troop Committee, and 7. Literature. These sources of help are described briefly in the following paragraphs.

1. The Girl Scout Professional Staff.

The professional staff in the Worcester Girl Scout Council, Inc., consists of an Executive Director and two District of Field Directors, who are all qualified professional Scouts and trained in scouting procedures and group work techniques. One of the basic assignments of this staff is to help and guide the leader in her volunteer role. It is the responsibility of the District Director to keep in contact with the leaders in her Districts, become familiar with the problems and abilities of each in her leadership role, and to know also the schools, libraries, community resources, and civic-minded individuals in each District under her jurisdiction.

The District Director visits the District troops

at least twice a year, and with each visit writes up a report on the troop and the leader. This report is read by the Executive before being filed, and any problems of the leader or troop, as specified in the report, are discussed in weekly staff meetings. The contact the District Director has with the leaders varies according to the amount of help needed, and the particular stage of leadership, as it is usual that the leader will need more advice and help in beginning her work than she will once she is established. However, there is often a weekly contact between staff worker and leader, by telephone, office visits, troop visits, and at various training and committee meetings attended by both. The over-all relationship of the professional staff member to the volunteer leader is one of friendly adviser.

2. Training Courses for the Volunteer Leaders.

The Worcester Council has a Training Committee made up of volunteers, and guided by a professional staff member, whose job it is to plan training courses for the leaders. Occasionally these training courses are taught by a member of the Training Committee or a Volunteer Trainer, but usually it is the job of one of the professional staff.

Each leader is required to attend at least two sessions of approximately two hours each, before being

qualified as a leader. Before a leader is allowed to take her troop on an over-night hike or camping trip, she is required to attend the Campers License Course, which consists of two lecture sessions, and a weekend camping trip supervised by one of the District Directors.

For the year beginning January 1, 1947 to January 1, 1948, the following training courses were presented for the volunteer leaders. Each one of the sessions listed on the following page is of approximately two hours duration.

The training courses designated as Training Course for New Leaders, give the volunteer a general introduction into the Girl Scout setup, such as explaining the Council's relationship to the National Organization, the committees within the Council and their respective functions, and other similar information pertinent to understanding the organization as a whole. In addition to this, the Training Courses for New Leaders, give the leader a clearer perspective of her new leadership role, and give practical suggestions in starting out with her troop. These training courses are usually taught by one of the District Directors.

The workshops on various subjects, such as dramatics or puppets, as shown on Table 2, are usually taught by a specialist in that particular field.

TABLE 2

TRAINING COURSES PRESENTED FOR THE LEADERS IN 1947

Month	Training Course
January	Training Course for New Leaders (Session I) Workshop for Design Badge Training Course for New Leaders (Session II)
February	Training Course for New Leaders (Session III) Workshop on Dramatics Workshop on Puppets
March	Troop Dramatic Workshop
April	Outdoor Activities Session Campers License Course (Session I) Campers License Course (Session II) Campers License Course Weekend
October	Training Course for New Leaders (Session I) Senior Leaders Session Training Course for New Leaders (Session II) Training Course for New Leaders (Session III)
November	Intermediate Leaders Training Brownie Brush-up
December	Work Shop - Girl Scout Ceremonies

No training courses are given during the summer months as the troops, committees, and Leaders' Association do not meet during that time.

3. Leaders' Association.

The Leaders' Association, made up of all leaders of all troops, meets monthly as a business and social group. All leaders are urged to participate. The programs of these

meetings vary, including such items as speakers, discussions, or workshops. The leaders have an opportunity here to discuss common problems, to keep informed on new trends in scouting, and to become acquainted with others who are interested in scouting.

4. District and Neighborhood Chairmen.

Each District has a Chairman, whose responsibility is to be aware of community resources for the troops in her District. The Neighborhood Chairman keeps informed on the needs of the troops in her Neighborhood by occasional troop visits and contact with the leaders and reports their problems to the District Chairman. The District and Neighborhood Chairmen aid in recommendation of new leaders, finding meeting places for the troops, directing potential scouts to troops, and assisting the leader in her resource needs.

5. Troop Committees and Troop Sponsors.

A sponsoring group is an organization such as a civic or church group, interested in young people, which promotes, organizes and sponsors a troop. A sponsoring group elects two or three of its members to serve as a Troop Committee.

If a troop does not have a sponsoring group, the Troop Committee may be made up of other interested individuals. This committee helps the troop in matters such as transportation, raising funds, and hostessing at parties

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[illegible]

and acts as an advisory body to the leader.

6. Literature.

The Worcester Council issues a monthly bulletin which keeps the leader up to date on meetings and other activities of the Council. This bulletin also includes news of other troop activities, ideas for programming, and seasonal articles.

Each leader also receives a monthly magazine, The Leader, from the National Girl Scout headquarters. Aside from this, each leader is equipped with a Girl Scout Handbook, published by the National Organization, and has access through the local Council to literature on specific problems and techniques connected with her leadership role.

It does not always happen that every leader has available all these sources of help in her leadership role. For example, five troop leaders in the present survey do not have Sponsoring Groups. However, the program of help for the leader is designed with enough latitude so that in this case the leader may receive comparable help from her Troop Committee or District and Neighborhood Chairmen.

CHAPTER II

SURVEY PURPOSE, METHOD, AND SCOPE

Purpose of Survey.

The purpose of this survey is to describe as clearly as possible the qualifications of the women in the Worcester Girl Scout Council, Inc., who are carrying on the very important work of scouting leadership.

To this end, a sample of fifty volunteer leaders has been used to determine, in general terms, the background, interests and group experience of the average leader. More specifically, the study was designed to answer questions under these general headings:

1. Background.
   a. Age
   b. Marital status.
   c. Education.
   d. Present occupation.
   e. Previous occupation.
2. Group experience.
   a. Pre-adult scouting experience.
   b. Leadership of other groups.
   c. Number of years in scouting leadership in the Worcester Council.
   d. Number of hours spent in Girl Scout training courses.

e. Estimation of values of training courses and staff help.

f. Number of hours per week spent in connection with troop leadership.

3. Interests.

a. Church affiliation.

b. Troop sponsor.

c. Membership in adult groups and clubs.

d. Hobbies.

e. Reason for interest in scouting.

f. Satisfaction in scouting.

It is hoped that the study will provide sufficiently valuable information about the volunteer leaders to be an aid in better understanding and helping them in their work with the Worcester Girl Scouts. It is further hoped that in giving information on leaders of a successful and well established Council, the survey will prove of value to those interested in expansion or organization of new Councils.

It should be stated that the limitations of such a survey as this are many. There has been no attempt made to analyze the characteristics of a good Scout leader, or to try to judge the fifty leaders surveyed on a qualitative scale. In order to do this, the personality factor would have to be considered, and this could be done accuractely only by the use of tests. The barriers to such a procedure are too numerous in a volunteer organization to be attempted

at the present time. Many other factors essential to the operation of a successful Girl Scout Council program for its volunteer leaders are touched only lightly. A complete and detailed study would have to consider the manifold and varied impingements of the community upon the organization and its leaders, as well as an appraisal of the technical and personal qualifications of the professional staff and the cooperation existing between the staff and other members of the organization.

Method of Survey.

In preparing for this study, a tentative questionnaire was first drawn up, and six leaders were selected at random to test it for clarity of wording and suitability of answer space as well as content. A short personal letter of explanation was mailed with each of the six questionnaires, and all six were returned within a week. Four contained comments which were found to be valuable in rewriting and shortening the test questionnaire.

Questionnaires were then sent to all ninety-one leaders. None were sent to the assistant leaders. The questionnaires were attached to the monthly bulletin, with the following explanation at the top of the single sheet:

> We are asking all our leaders to fill in the following sheet and return to the Scout office as soon as possible. This material is confidential and will be used only in a survey. Thank you for your cooperation.

Within three weeks, thirty-nine questionnaires were filled in and returned. At that time, the same questionnaire was again sent, by separate mail, to those leaders who had not previously returned one. The second questionhaire bore this explanation.

> According to our records, we have not received a return questionnaire from you. We would very much appreciate it if you would fill in the following and return as soon as possible so that we may have an accurate survey, with 100% participation from our leaders. Thank you.

In response to this, eleven questionnaires were received within the next two weeks, making a total of fifty out of a possible ninety-one. This was felt to be a fair sample to use in a survey of the leaders in the Worcester Girl Scout Council, as the returned questionnaires were received from all the districts as well as showing a fair distribution among the three types of troops, Brownie, Intermediate and Senior.

Tables 3 and 4 on the following page show, respectively, the number of returned questionnaires according to districts and according to the three types of troops.

TABLE 3

THE NUMBER OF RETURNED QUESTIONNAIRES FROM EACH DISTRICT

District	Number returned	Leaders in District
Central	11	16
Grafton	5	8
North	16	30
Quinsigamond	2	7
South	6	12
West	10	18
Total	50	91

TABLE 4

THE NUMBER OF RETURNED QUESTIONNAIRES FROM THE LEADERS OF THREE TYPES OF TROOPS

Type of Troop	Number returned	Number of Troops
Brownie	19	30
Intermediate	29	53
Senior	2	8
Total	50	91

Survey Data Obtained.

There were several questions, pertinent to the survey, which were not asked on the questionnaire, as the information could be found on copies of the annual troop registrations kept on file in the Girl Scout office, and it was thought best to keep the questionnaire as short as

possible. For this reason the following information was taken from the registrations:

1. Age of leader.
2. Years of scouting leadership in the Worcester Council.
3. Marital status of leader.
4. Church affiliation of leader.
5. Troop sponsor.

The training courses attended by each leader were recorded by members of the Training Committee, and kept on file in the Girl Scout office, and these records were consulted for information on the number of hours of training each leader had attended, as it was thought this would be more accurate than individual estimates.

The questionnaire itself was designed to determine the following items:

1. The education of each leader.

2. The occupation of each leader, and her occupation before marriage.

3. The hobbies of each leader.

4. The experience, or lack of experience, of each leader in other group leadership.

5. The previous pre-adult scouting experience of each leader.

6. The membership of each leader in adult groups and clubs.

7. What caused each leader to become interested in scouting.

8. Does the leader have a daughter who is a Girl Scout.

9. Does the leader consider the professional

staff helpful, and if so, in any specific manner?

10. Have the training courses given by the Council been helpful, in the opinion of the leader?

11. Does the leader feel her scouting work to be a source of satisfaction?

12. How many hours per week does each leader estimate she spends in work directly connected with her role as troop leader?

The following page is a sample of the questionnaire, showing how the above items were worded, and the manner in which the leaders were questioned.

ACCORDING TO OUR RECORDS, WE HAVE NOT RECEIVED A RETURN QUESTIONAIRE FROM YOU. WE WOULD VERY MUCH APPRECIATE IT IF YOU WOULD FILL IN THE FOLLOWING AND RETURN AS SOON AS POSSIBLE, SO THAT WE MAY HAVE AN ACCURATE SURVEY WITH 100% PARTICAPATION FROM OUR LEADERS. Thank you!

1. Formal Education.....

2. Occupation.....occupation before marriage.....

3. Hobbies (present or past).....

4. Have you ever led any groups previous to this?....specify.....

.....

5. Previous scouting experience.....

6. What adult clubs or social groups are you interested in.....

.....

7. Did you volunteer to be a leader?.....explain.....

.....

8. Were you first interested in scouting by any particular person(s)?.....

.....

9. Do you have a daughter in scouting.....In your troop?.....

10. Has the scouting staff been helpful on not in the following: (please comment)

1. program.....2.resources.....

.....3. Understanding scouting.....

.....4. In a specific problem. (specify).....

.....

11. What training courses have been valuable?.....

12 We would like to know, how you, as a leader, feel about your scout work. Is it a source of satisfaction to you; do you feel that the girls are really benefiting from the troop?.....

.....

13. About how many hours per week do you usually spend in connection with your scouting.....

NAME..... .....

Troop number.....

Compiling of Survey Data.

The initial item in the compiling of the survey data was to check each returned questionnaire with a master sheet which contained, according to districts, the troop number, name and address of each leader, with three other columns, one for code number, one for a check indicating that the leader's returned questionnaire and registration record had been recorded as shown on Table 15, and a column for indicating the number of hours each leader had spent in Council training courses.

A sample from the master sheet is reproduced below, using ficticious names and addresses.

Central District

Code #	Troop	Name	Address	Recorded	Training
1	8	Mrs.C.F.Smith	6 Mae St.	x	6 Hrs.
3	12	Mrs.J.C.Doe	2 West St.	x	12 Hrs.

The code numbers were assigned from 1 to 50, in the order in which the returned questionnaires were received.

This method was found to be valuable in keeping an easily accessible record for determining what leaders had answered the questionnaire, how many from each district and what type of troop they represented, as well as for checking for omissions in the compiling of the data. The use of code numbers was necessary in order to keep the identity of each leader's record and remarks, as tabulated

in Table 15, confidential. The next step in the compiling of data for the survey was to record all information received from the questionnaire, the troop registrations, and the training records with the corresponding code number of the leader, as shown on Table 15. Although the recording of the material in this manner was time consuming, it was valuable in working out the tables and graphs found in Chapter III, and facilitated easy and accurate comparison of various items regarding one leader, as well as comparisons between leaders.

Table 15, Appendix, page 49, is divided into two parts, 15-A and 15-B. Because of the large number of items recorded in this table, it was divided into two sections for the sake of clarity and easier reference. Table 15-A contains the survey data on age, education, marital status, previous and present occupation, scouting experience, other leadership experience, the type of staff help the leader has found valuable, and the number of hours each leader estimates she spends in connection with troop leadership. Table 15-B contains information on the hours of training in scouting of each leader, church affiliation, troop sponsor, the leader's membership in adult clubs and social groups, her hobbies, and whether or not she has a daughter who is an active Girl Scout.

CHAPTER III

PRESENTATION OF SURVEY DATA

In this chapter, the data obtained in the survey and recorded on Table 15, Appendix, page 49, is presented. A summary is given of the information found on each item in the survey and, where necessary for clarity, a table accompanies the summary. Further comment and comparison of the data presented is found in Chapter IV.

Age of the Leaders in the Survey.

The information found on ages of the leaders in the survey indicates that the role of leadership in scouting is one held, to a large extent, by younger women. Of the fifty leaders surveyed, it was found that eight had omitted to fill in the column marked 'age' on the annual troop registration forms. Of the forty-two leaders who gave their age, the youngest was twenty and the oldest sixty-three. This shows a wide divergence in age range; however, of the forty-two leaders who did give their age, 52 per cent are thirty years or under, and 72 per cent of the leaders are under thirty-six years of age, with only 3 per cent fifty-one years of age or over. The table on the following page shows the ages, in five year groups, of the forty-two leaders whose age was given.

TABLE 5

AGES OF FORTY-TWO LEADERS IN THE SURVEY

Age	Number of leaders	Per cent of total
20-25 yrs.	12	28
26-30	10	24
31-35	8	20
36-40	4	9
41-45	4	9
46-50	3	7
51 and over	1	3
Total	42	100

Formal Education of the Fifty Leaders in the Survey.

There was found to be a large divergence in the educational backgrounds of the fifty leaders, ranging from one leader who had completed the seventh grade of grammar school, to two who had masters' degrees. Forty-six per cent of the fifty leaders had formal education ranging from one year in college to graduate work. This fact indicates that the education of the fifty leaders in the survey is slightly below that of the national average of all leaders, 55 per cent of whom have had one or more years of college education.[10]

The table on the following page shows the educational background of the fifty leaders.

10. Girl Scouts,Inc., Leadership of Girl Scout Troops, p.15.

TABLE 6

THE EDUCATION OF THE FIFTY LEADERS IN THE SURVEY

Education completed	Number of leaders
Graduate School	2
College	16
1 to 3 years of College	4
Nurses Training	1
1 year of Business School	11
High School	13
2 years of High School	1
Grammar School	1
Seventh Grade	1
Total	50

Marital Status of the Fifty Leaders.

It was found that forty-one of the fifty leaders in the survey were married.

Present and Past Occupations of the Fifty Leaders.

Of the forty-one married leaders in the survey, two are now employed, one as a secretary and one as a teacher. Previous to marriage, thirty-nine of the forty-one were employed. Fifteen of the married leaders were in professions such as teaching, social work, nursing, public relations, and museum curating. It is interesting to note that such a large majority of the leaders have had, or still are having, work experience. Working outside the home implies the learning of certain disciplines, such as cooperating with a group, and implies certain satisfactions such as

recognition and the fun of working with a group of people rather than alone.

The following table gives the occupations of the forty-one married leaders, previous to marriage.

TABLE 7

OCCUPATIONS PREVIOUS TO MARRIAGE OF FORTY-ONE MARRIED LEADERS

Occupation previous to marriage.	Number of leaders
Teacher	8
Secretary	6
Clerk	5
Stenographer	3
Social Worker	2
Nurse	2
Telephone Operator	2
Bookkeeper	2
Accountant	1
Dental Assistant	1
Service Representative	1
Home Economist	1
Sales Representative	1
Technician	1
IBM Operator	1
Adviser on Public Relations	1
Curator of Children's Museum	1
None	2
Total	41

Of the nine unmarried leaders in the survey, one had no occupation and the other eight are employed as shown in Table 8 on the following page.

TABLE 8

OCCUPATIONS OF THE NINE UNMARRIED LEADERS

Present Occupation	Number of Leaders
Secretary	4
Stenographer	1
Clerk	1
Student	1
Chemist	1
None	1
Total	9

Number of Leaders Who had been Girl Scouts Previous to Leadership.

Of the fifty leaders in the survey, twenty-five had been Girl Scouts previous to leadership. It was noted that only three of the twenty-five leaders who had been Scouts were over thirty-five years of age, and the ages of these three were thirty-six, thirty-seven and forty, respectively.

Leadership Experience, Other Than Girl Scouting, of the Leaders in the Survey.

It was found that 30 per cent of the fifty leaders in the survey had no other leadership experience in connection with children's groups, other than scouting. Of the fifty leaders, 36 per cent had experience with children's groups in Sunday Schools, and 44 per cent had leadership experience with other group works or children's agencies. It was noted that only three of the leaders had had leader-

ship experience with more than one type of group, and two of the three considered teaching as leadership experience.

Table 9 shows the leadership experience, other than scouting, of the fifty leaders in the survey.

TABLE 9

LEADERSHIP EXPERIENCE OTHER THAN SCOUTING AS REPORTED BY THE FIFTY LEADERS IN THE SURVEY

Type of leadership experience	Number of leaders
Sunday School	18
Camp Counseling	9
Playground Directing	2
Teaching	2
Nurseries	2
Camp Fire Girls	1
Boy Scouts (Cubs)	1
YWCA	1
4-H	1
Settlement House	1
Worcester Girls Club	1
Play Directing	1
None	15

The Fifty Leaders' Reports on Their Estimation of Help from Professional Staff Members.

Seventy-six per cent of the fifty leaders indicated that they felt that the professional staff had been helpful to them in their role as troop leader in one or more ways. Thirty-six per cent of the leaders reported professional staff help with troop programming, and 32 per cent reported they had received valuable advice and information on scouting procedures from the professional staff.

Fourteen per cent reported help in finding resource material on leadership and scouting, and three different leaders mentioned help with starting a troop, arts and crafts, and a specific troop problem. Of the twelve leaders (24 per cent) who reported no help from the professional staff, all but one had attended training courses, and it may be that these leaders considered the question in the light of a personal contact with the staff, rather than from the point of view of help and advice received in a training course. Two leaders commented in respect to this question, one saying she had never asked for help but was sure she would receive it if she did, and the other leader commented that she would like more specific help.

Years of Leadership of Girl Scout Troops of the Fifty Leaders in the Survey.

Of the fifty leaders in the survey, 56 per cent were in their first year of leadership. Eighty-two per cent had been leaders for three years of less.

Table 10 on the following page, indicates the years of leadership of the fifty leaders in the survey.

TABLE 10

YEARS OF GIRL SCOUT LEADERSHIP OF THE FIFTY LEADERS

Years of leadership	Number of leaders
1	29
2	8
3	4
4	1
5	3
6	2
7	1
9	1
10	1
Total	50

Number of Hours Per Week Spent by the Fifty Leaders in Connection with their Girl Scout Troops.

The number of hours reported by each leader as the amount of time spent in connection with her troop varies from two hours to nine hours per week. Six leaders were unable to report any estimate as they felt that the variation from week to week was too great.

In regard to the varied amount of time spent in working with the troop, one leader of an Intermediate Troop added the following note to her questionnaire:

> It takes such a long time to do a good job and include a quarter of the things the girls want to do, that for the morale of the present leaders please don't ask women who 'have four hours a week free' to be leaders. I feel I am average when I say that the least I can put in on scouting a week is four hours to have any kind of a

> regular meeting. For a good meeting it takes longer and parties are out of this world, especially if the girls take over themselves for the planning of them. That doesn't include planning for a camp weekend either -- even if the leader doesn't go with the girls, it takes a fantastic amount of time to shop and teach and arrange.

Considering this particular leader's comment, it was noted that she had never attended any training courses, which may indicate that she had missed some valuable suggestions in organizing and planning which would tend to cut down the amount of outside time spent in troop projects. However, from the author's experience in troop leadership, it seemed that Intermediate troops do take more time on the part of the leader than either Senior or Brownie troops. Senior troops are able to carry most of the programming and planning responsibility themselves, and Brownies demand a much simpler type of program, which does not necessitate as much planning. This assumption was further substantiated by checking the types of troops led by the six leaders who spent only two hours in scouting per week, as shown in Table 11. Five of these leaders were Brownie leaders. Of the total, nineteen Brownie leaders in the survey of fifty leaders, (Table 4, Page 18) only three spent five or more hours per week in connection with their troops.

Table 11 which appears on the following page, shows the estimated time spent, per week, by the leaders in connection with their Girl Scout troops.

TABLE 11

NUMBER OF HOURS PER WEEK SPENT BY THE LEADERS IN CONNECTION WITH THEIR GIRL SCOUT TROOPS

Hours per week	Number of leaders
2	6
3	13
4	7
5	6
6	6
7	2
8	1
9	1
Variable	6
Total	50

Hours of Leadership Training of the Fifty Leaders for the year Beginning January 1, 1947 to January 1, 1948.

For the year 1947, the fifty leaders spent a total of 256 hours in leadership training. Eight of the leaders had spent no time in training during the year, and four leaders had spent eighteen or more hours in training. It should be noted that these four leaders were credited with time spent at conferences and training sessions outside of the local Council.

Table 12 on the following page, indicates the number of hours of training of the fifty leaders in the survey.

TABLE 12

HOURS OF TRAINING OF THE FIFTY LEADERS FOR THE YEAR BEGINNING JANUARY 1, 1947 to JANUARY 1, 1948

Number of hours	Number of leaders
None	8
1	12
2	3
3	5
4	4
5	2
6	4
7	3
8	1
9	2
11	2
18	1
28	1
30	1
35	1
Total	50

Several comments made by various leaders in answer to the question on the value of training courses are valuable and worth consideration in planning for training, and are therefore quoted below:

> Training courses should include more specific problems and how to solve them.
>
> They helped me plan my weekly programs and procedure.
>
> Training Courses give one a broader viewpoint of the needs of the Scouts.
>
> So far I haven't found information on how to help an absolutely green leader like myself, but the courses have helped me on program and the background of scouting.

There is much repetition and ideas are presented but not always methods of carrying them out.

Have found the arts and crafts suggestions particularly helpful.

They give the ideals of scouting, inspiration, sources and ideas.

They give me an all-around viewpoint of the requirements and also a chance to compare notes with others.

I wouldn't know a thing about Scouting without them.

The training courses gave me ideas on how to manage Brownies, and teach them.

The training courses give new answers to old problems.

I found the outdoor training most valuable.

Religious Affiliations of the Fifty Leaders in the Survey.

Of the forty-six leaders whose religious affiliations were stated, thirty-four were Protestant, nine were Catholic, and three were Jewish.

Troop Sponsors for the Troops of the Fifty Leaders in the Survey.

Five of the fifty leaders had no Troop Sponsors for their troops at the time of the survey. Of the forty-five who had sponsors, twenty-three were churches. It was also noted that nineteen of these churches were Protestant, three were Catholic, and one Jewish. The Parent-Teachers Association, Mothers' Clubs and other school-affiliated groups sponsored thirteen of the troops, civic organizations, such

as the American Legion and Women's Clubs sponsored five of the troops, and four were sponsored by other group work agencies.

Membership of the Fifty Leaders in Adult Clubs and Social Groups.

Of the fifty leaders in the survey, four reported no membership in adult clubs or social groups. The forty-six leaders who belonged to clubs and social groups held membership in a total of seventy organizations. The largest membership, 34 per cent, was shown in church organizations. Of this group, twelve leaders belonged exclusively to church groups.

Table 13 shows the general types of clubs in which the fifty leaders have membership.

TABLE 13

THE GENERAL TYPES OF CLUBS IN WHICH THE FIFTY LEADERS HOLD MEMBERSHIPS

Type of Club	Number of leaders
No membership	4
Church	24
Athletic	9
College Clubs or sororities	9
Parent-Teachers	9
Civic	11
Group Work Agencies	4
Social	4
Philanthropic	3
D A R	2
Professional	3

Reported Hobbies of the Fifty Leaders in the Survey.

Twenty-eight various hobbies were reported by the fifty leaders. There were fourteen group activities listed and an equal number of solitary activities reported. It should be remembered that many leaders reported several hobby interests, and by reference to Table 15, Appendix, Page 52, it was noted that of the fifty leaders, twenty-four were interested in both solitary and group activities, thirteen were interested in solitary hobbies only, and seven were interested in group hobbies only. Six leaders reported no hobbies. One of the most important facts, from the viewpoint of scouting, was that 74 per cent of the leaders reported interest in some type of sport or camping.

Table 14, which appears on the following page, indicates the large variety of hobbies in which the fifty leaders are interested.

TABLE 14

REPORTED HOBBIES OF THE FIFTY LEADERS IN THE SURVEY

Hobby	Number of Leaders
Sports	5
Golf	4
Tennis	6
Biking	2
Hiking	2
Dancing	4
Swimming	4
Camping	5
Crafts	5
Music	9
Dramatics	3
Bridge	1
Photography	1
Childrens' Nature Work	1
Fishing	1
Knitting	7
Sewing	6
Books	10
Hooking rugs	1
Cooking	4
Painting	4
Gardening	2
Antiques	1
Records	1
Clay modeling	1
Beekeeping	1
Animals	1
Travel	1

This wide variety indicates a rich diversity of program possibilities, as every hobby reported could be applied to some type of troop activity.

Leaders in the Survey Who Have Daughters in Girl Scouts.

Of the fifty leaders in the survey, 30 per cent (fifteen) had daughters who were active Girl Scouts. Nine of these fifteen leaders had daughters in their own troops.

Satisfactions of Scouting Leadership.

In regard to the question on satisfactions of scouting leadership, the comments were unanimously to the effect that it was most satisfying to work with a Girl Scout Troop. Many indicated that they believed the girls were getting a great deal out of their group participation, and felt that the degree of cooperation they received from the girls, their good attendance, and their enthusiasm for the program were all good indications of the high value the girls placed on their scouting. Many leaders indicated the pleasure they received in helping the girls learn to work together as a group rather than as individuals, and in watching them develop new skills and attitudes. Several leaders reported that they felt scouting was a challenge to their own ingenuity and resourcefulness as well as a satisfying experience, and one leader commented:

> . . . There are many times when I know that I learn much more than the girls!

CHAPTER IV

SUMMARY AND CONCLUSIONS

In spite of the assumption implicit in this thesis that the leaders are the core of a successful Council, and the subsequent concentration upon leadership qualifications, it should not be assumed that these are the only factors in the development of a successful Council. Of fundamental importance, of course, is the attitude of the community itself, the recognition of the need of, and the active desire for, a Girl Scout organization. It has often been said that a successful organization cannot be grafted on to a community, but must grow from a felt need inside the community. But once this basic minimum condition is met, the organizational work can spell the difference between success or failure.

As shown in Chapter I, one of the basic aims of the Girl Scout organization is to provide for the training of good volunteer leadership. The scope of the various training courses has been shown in Table 2, Page 11. The leadership training attended by the fifty volunteers as shown in Table 11, Page 33, compared with the number of training courses offered in the year 1947 would seem to indicate a lack of leader interest. However, the low rate of attendance hours indicated is partly explained by the large proportion (56 per cent) of the leaders who are in their first year of lead-

ership, and who, therefore, would not have attended training courses prior to September, 1947.

An attempt was made to find a correlation between the hours spent in training and any other factor examined in the survey. It was noted first, by comparing the data in Table 15, Appendix, Page 49, that all the unmarried leaders had attended training courses. Undoubtedly, this would merely indicate more free time on the part of the single leaders, and the possibility that as all but one of them are employed in the city it may be more convenient for them to attend training meetings held at the Girl Scout headquarters in the early evening. This suggestion of the accessibility factor may point to the feasibility of holding training courses in the neighborhoods rather than at the down-town headquarters. Among the fifty leaders, there was no apparent correlation between hours of training and previous occupation, education, age or hobbies. The eight leaders who had attended no training courses during the year 1947, and the twelve leaders who had spent seven or more hours in training, as shown in Table 11, page 33, were compared for other correlations. It was noted that of the twelve leaders who had spent seven or more hours in training, nine had previously been scouts, whereas of the eight with no training, only two had been scouts. This factor appeared to be the only worthwhile clue and would seem to indicate

that those who had previously been Girl Scouts and would actually know more about the program were those most eager to learn and realized more fully the value of training courses.

The various comments of the leaders in regard to training courses, as found on pages 34 and 35, suggest that the leaders who attended found the training courses valuable in giving them an orientation into scouting, but that several leaders felt the need of more specific knowledge in group work techniques.

It would seem that the importance of these training courses cannot be over emphasized. It is largely due to these and other of the organization's meetings that the leaders get a sense of the Council as a whole, rather than a disintegrated collection of separate and unrelated troops, or group of troops in a neighborhood. These meetings often afford an opportunity for a cooperative approach to common problems and provide personal association with the Scout organization as a whole. The contact with the other members of the organization and the staff are essential factors in the development of good leaders by providing a common stimulus. It would be fair to say, that by furthering this cooperative method of developing leadership the Girl Scout organization has made an important contribution to all social group work as well as to their own program.

A further example of this cooperative effort is seen

in Table 1, Page 7, showing the initial methods of contact of new leaders for the year 1947-48. No one committee or individual worked alone in contacting new leaders, and the largest number of recruits were first contacted by different Troop Committees and Sponsoring Groups in all neighborhoods of the Council area.

Cooperation is again the keynote in the advising of the leader. Her sources of help are distributed and she feels that her Neighborhood and District Chairmen and her Sponsoring Group, as well as the professional staff, are ready to help her in her leadership role.

The present survey deals in basic social characteristics as it was felt that a clearer conception of the leaders' background and their interests as well as their experience and training in group work would lend themselves to this aim.

The backgrounds of the leaders, as determined by information in the survey, was found to be diverse in specific instances, such as in the age groupings. However, although the age range of the fifty leaders was from twenty to sixty-three, the bulk of the group, (72 per cent) as shown in Table 6, Page 26, was under thirty-seven years of age, and 52 per cent were thirty years of age or under. This same characteristic was found in other data throughout the survey, and on the basis of this it might be possible to

visualize the 'average' leader in the Worcester Council as a young married woman, with one year of college or more, experience in a business or professional field prior to marriage, interested in other clubs, enthusiastic about some form of sports or camping and with a small amount of leadership experience with children's groups in an organization other than scouting.

The survey also brought out clearly the part that the churches in the community play in Girl Scouting. The fact that the churches as a whole make up the largest number of Sponsoring Groups of any one type of organization, as shown on page 35, points to the truth of the statement that the cultivation of good relationships with the organized churches in a community is of special importance to any social agency.[11]

Aside from sponsoring troops, the churches give an opportunity for leadership experience in their Sunday Schools. As noted in Table 9, page 29, 32 per cent of the leaders in the survey had leadership experience in Sunday Schools and it was further noted in Table 13, page 36, that 34 per cent of the leaders are also affiliated with adult church groups.

Another factor, noted in the survey, was the large turnover in leadership, apparent in Table 1, page 7 and

11. Wayne McMillen, Community Organization for Social Welfare, pp. 189-190.

Table 10, page 31. This has both good and bad features. On the one hand, it indicates new enthusiasm and ideas injected into the Council, and on the other, it is felt that too frequent changes of leadership tends to weaken a troop or organization's solidarity, as well as limit the training of the leader. An attempt was made to find a correlation between time spent as a Girl Scout leader and some other item in the survey, but none was apparent. However, it may be surmised, considering the large number of young married women who are leaders, that the added responsibilities of motherhood are responsible for at least a part of the turnover.

Another factor which was indicated in the survey is the previous leadership experience of the leaders, shown in Table 9, page 29. According to this, 70 per cent of the leaders have had previous experience with children's groups, ranging from Sunday School to Settlement House work. Sunday School activity was by far the largest single source of leadership experience, as has been previously noted, with camp counseling second in importance. This factor alone emphasizes the great importance of the direct and indirect relationships between a group work agency such as the Girl Scouts and all other agencies or organizations in a community dealing with children's groups.

One of the most encouraging of all the findings in

the survey, from the point of view of the organization, is the fact that twenty-five of the fifty leaders had previously been Girl Scouts. As the Worcester Council was not organized until 1921, it is not strange that these twenty-five leaders who had been Scouts were almost exclusively confined to the younger age groups. The significance of this lies in the indication that the Scout troops themselves are continually producing potential leadership. The advantages of leaders who have previously been Scouts are obvious, and the trend in itself is encouraging. There is no better proof of the good work of a Council and its leaders than a former Scout who volunteers for leadership.

Approved

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TABLE 15-A

SURVEY DATA ON THE FIFTY LEADERS IN THE WORCESTER GIRL SCOUT COUNCIL, INC.

Code No.	Age	Formal education	Marital	Present Occupation	Previous occupation	Was a Scout	Leadership of other groups	Years of Scout Leadership	Staff help	Hrs. per week in Scouting
1	22	Bus.(1)	S	Sec'y.	-	yes	None	2	Program	6
2	26	Col.(1)	M	H.W.	Stenographer	yes	None	2	Advice	5
3	23	H.S.(4)	M	H.W.	Service.Rep.	yes	None	2	Advice	3
4	23	Col.(4)	S	Chemist	-	No	Sunday School	1	Beginning	4
5	27	Bus.(1)	S	Sec'y.	-	Yes	Sunday School	1	-	6
6	31	Col.(1)	M	H.W.	None	yes	Sunday School	1	Program	5
7	21	Col.(2)	S	None	-	no	Day Camp	1	Advice	3
8	20	H.S.(4)	S	Sec'y.	-	yes	None	1	Advice	2
9	-	Col.(4)	M	H.W.	Teacher	yes	Settlement.Teaching,Playground	1	Advice	3
10	-	Bus.(1)	M	H.W.	Dental Ass't.	no	None	1	-	2
11	27	H.S.(4)	M	H.W.	Clerk	yes	Sunday School	1	-	4
12	-	H.S.(4)	M	H.W.	Sec'y.	no	Sunday School	1	-	3
13	-	Col.(4)	M	H.W.	Teacher	no	None	1	Advice	3
14	50	H.S.(4)	M	H.W.	Accountant	no	Play Directing	3	Arts.Craft	3
15	40	Masters	M	H.W.	Teaching	yes	Camp Counselor	2	yes	5
16	37	Masters	M	H.W.	Case Work	yes	Camp Counselor Sunday School	5	Advice	2
17	45	Col.(1)	M	H.W.	Nurse	no	None	1	Resources	-
18	31	Col.(4)	M	H.W.	Teacher	no	Camp Counselor	5	Advice	7
19	27	Bus.(1)	M	H.W.	Bookkeeper	no	Sunday School	4	Advice	4
20	36	H.W.(4)	M	H.W.	None	yes	Boy Scouts (Cub)	9	Program	4
21	40	Bus.(1)	M	H.W.	Bookkeeper	no	Sunday School	1	Program	3
22	22	Col.(4)	S	Student	-	no	Camp Counselor Sunday School	2	-	2
23	63	8th Gr.	M	H.W.	Tel.Oper.	no	Sunday School	2	Program	7
24	41	7th Gr.	M	H.W.	Tel.Oper.	no	None	2	Program	9
25	-	H.W.(4)	M	H.W.	Sec'y.	no	None	1	Program	4

TABLE 15-A continued

Code.No.	Age	Formal education	Marital	Present occupation	Previous occupation	Was a Scout	Leadership of other groups	Years of Scout leadership	Staff help	Hrs. per week in Scouting
26	30	Bus.(1)	M	Sec'y.	Sec'y.	yes	Camp Counselor	7	Advice	6
27	21	Col.(4)	M	H.W.	H.Economist	yes	None	3	-	7
28	-	H.S.(4)	M	H.W.	Stenographer	no	YWCA Groups	5	Program	2
29	-	Col.(4)	M	H.W.	Teacher	no	4-H Clubs	3	Program	3
30	34	Col.(4)	M	H.W.	Social work	no	Sunday School	1	Program	5
31	30	Col.(4)	M	H.W.	Sales Rep.	yes	Sunday School	1	Advice	4
32	27	Col.(4)	M	H.W.	Children' Museum Curator	yes	Swimming Inst.	1	Advice	5
33	22	Col.(4)	M	H.W.	Technician	yes	Camp Counselor	1	Advice	5
34	34	Col.(4)	M	H.W.	Teacher	no	Camp Counselor	1	Program Resources	2
35	25	Col.(4)	S	Clerk	-	yes	Sunday School	1	Advice	5
36	20	H.S.(4)	S	Sec'y	-	yes	None	1	-	-
37	41	H.S.(2)	M	H.W.	Sec'y.	no	None	1	Advice	-
38	45	Col.(4)	M	Teacher	Teacher	no	Teaching	10	Program	-
39	33	Bus.(1)	M	H.W.	Sec'y.	yes	Nursery	6	-	3
40	31	Bus.(1)	S	Stenog.	-	yes	None	1	Program Resources	6
41	21	H.S.(4)	M	H.W.	Clerk	no	Sunday School	1	Program Resources	3
42	35	R.N.	M	H.W.	Nurse	yes	None	1	Program	3
43	29	H.S.(4)	M	H.W.	Clerk	yes	Sunday School	1	Resources	3
44	50	Bus.(1)	M	H.W.	Sec'y.	no	Camp Fire Girls	3	Program Spec.Problem	3
45	29	Bus.(1)	M	H.W.	IBM Oper.	no	Sunday School	1	Program Resources	8
46	23	Col.(4)	M	H.W.	Pub.Rel.	yes	None	1	Program Resources	-

TABLE 15-A continued

Code No.	Age	Formal education	Marital	Present occupation	Previous occupation	Was a Scout	Leadership of other groups	Years of Scout leadership	Staff help	Hrs. per week in Scouting
47	-	Col.(4)	M	H.W.	Teacher	Yes	Sunday School	1	-	4
48	46	H.S.(4)	M	H.W.	Clerk	no	Girls Club	6	-	4
49	29	H.S.(4)	M	H.W.	Clerk	yes	Nursery	1	-	6
50	35	Bus.(1)	M	H.W.	Stenographer	no	Sunday School	2	-	-

TABLE 15-B
SURVEY DATE ON THE FIFTY LEADERS IN THE WORCESTER GIRL SCOUT COUNCIL, INC.

Code No.	Hrs. of Training	Church Affiliation	Troop Sponsor	Membership in Clubs & Groups	Hobbies	Daughter in Scouting
1	6	R.C.	Club	Church Clubs	Books, Camping	no
2	11	R.C.	Club	Church Clubs, Ski Club	Skiing, Golf, Tennis, Crafts	no
3	0	Unit.	Settlement	Ntrl. Hist. Museum Children's Aid Society	Knitting, Fold, Tennis	no
4	3	Meth.	Church	Choir, College Club	Biking, Hiking, Camping, Tennis	no
5	1	Unit.	Church	Church Clubs	Music, Tennis	no
6	8	Unit.	Church	Church Clubs, College Club	Crafts, Painting	yes
7	6	Epis.	Church	None	Skiing	no
8	2	Jew	Youth Center	Jewish Youth Center, Young Peoples League	Dancing, Sports, Reading	no
9	9	Jew	Temple	None	Music, Cooking	no
10	0	Cong.	Church	Women's Assoc., Civic Music	Books, Antiques, Records	no
11	1	Epis.	Church	Church Clubs	Painting, Knitting	no
12	4	Meth.	School	Church Clubs	None	yes
13	0	R.C.	School	Women's Club	Art	yes
14	4	Cong.	School	Grange, Republican Club	Sewing, Books	yes
15	1	Cong.	PTA	College Club, Applachian Mt. Club	Camping, Clay modeling	yes
16	1	Bapt.	Church	College Club, Civic Group	Reading, Scouting	no
17	3	Epis.	Church	Church Groups, Women's Club	None	yes
18	6	Luth.	Church	Church Clubs	Dramatics, Music, Knitting	no
19	1	Luth.	Church	Church Clubs, Bridge & Photo Club	Bridge, Animals	no
20	18	-	Youth Center	Parent-Teachers Assoc.	none	no

TABLE 15-B continued

Code No.	Hrs. of Training	Church Affiliation	Troop Sponsor	Membership in Clubs & Groups	Hobbies	Daughter in Scouting.
21	1	Luth.	Youth Center	Parent-Teachers Assoc.,Church Groups, Hospital Club	Sewing	no
22	5	Luth.	Mother Club	None	Art Work,Tennis,Skiing	no
23	3	Cong.	Church	Parent-Teachers Assoc.	Beekeeping,Fishing	yes
24	7	R.C.	None	Parent-Teachers Assoc.	None	yes
25	3	-	None	Church Groups	Sewing	yes
26	3	Epis.	None	D.A.R.Jr.,Professional Club	Music,Gardening,Sewing	no
27	1	Epis.	Church	Sorority,College Club	Music,Swimming,Sewing	no
28	1	Epis.	Church	Women's Club,Ski Club	None	yes
29	0	Meth.	Church	Church Groups	Sewing,Cooking,Gardening	yes
30	0	Cong.	School	P.T.A.,Church Club,College Club Country Club	Sports,Music,Photography	yes
31	1	R.C.	Church	Tuesday Luncheon Club	Tennis,Reading	no
32	30	-	None	College Club,Sorority	Children's Nature Work, Swimming	no
33	2	Epis.	Church	Ski Club,Sorority	Biking,Swimming,Sports	no
34	4	R.C.	Mother Club	None	Hooking Rugs	no
35	6	Cong.	None	Church Clubs	Music,Dancing,Travel,Cooking	no
36	35	Meth.	Church	Church Club	Sewing,Knitting,Skiing	no
37	0	Meth.	P.T.A.	Parent-Teachers Assoc.	Knitting, Scouting	yes
38	0	-	P.T.A.	Ski Club, Green Mt.Club	Sports,Outdoors	no
39	1	Unit.	P.T.A.	YWCA, Church Club	Novelties	no
40	7	R.C.	Church	Professional Club,Women'sClub	None	no
41	0	Luth.	Church	D.A.R.	Music	no

TABLE 15-B continued

Code.No.	Hrs. of Training	Church Affiliation	Troop Sponsor	Membership in Clubs & Groups	Hobbies	Daughter in Scouting
42	11	Cong.	P.T.A.	Church Clubs,P.T.A.,Swimming Class	Knitting,Swimming,Hiking	yes
43	2	Cong.	Church	Church Groups	Knitting	no
44	1	Unit.	P.T.A.	Church Club,YMCA,Outdoor Club	Reading,Knitting,Hiking	no
45	9	Epis.	Church	P.T.A.,Church Clubs	Dancing	no
46	0	Jew	None	Art Museum, Jewish Welfare Group	Dramatics,Music,Golf	no
47	5	-	P.T.A.	Women's Club,Church Club	Dancing,Crafts	no
48	28	R.C.	Legion	P.T.A.,Council of Parents and Teachers	Camping,Crafts,Sewing	no
49	4	Cong.	Church	Church Groups	Reading,Camping	no
50	1	R.C.	Church	Bridge Club,Tennis Club	Dramatics,Reading, Outdoor-sports	yes

Sample of Questionnaire Used

We are asking all our leaders to fill in the following sheet and return to the scout office as soon as possible. This material is confidential and will be used only in a consideration of our training program. Thank you for your cooperation.

1. Formal education.....

2, Occupation, or occupation before marriage.....

3. Hobbies (present or past).....

4. Previous scouting experience.....

5. Have you ever led any childrens' or adults' groups before this scout job...

.....

6. What adult clubs or social groups are you interested in.....

.....

7. Did you volunteer to be a leader.....explain.....

8. Were you first interested in scouting by any particular person(s) or group.

.....

9. Do you have a daughter in scouting.....In your troop.....

10. Do you feel that the Scouting Staff has been helpful to you or not.....

.....

11. If you have attended any training courses, do you consider them valuable...

explain.....

12. We would like to know how you, as a leader, feel about your scout work. Is it a source of satisfaction to you, and do you feel the girls are really getting something out of it.....

.....

.....

13. About how many hours per week do you usually spend in connection with your scouting.....

Name.....

Troop number.....

P.S. If you have any other comments you would like to include, we would be very pleased to have them.